DOCUMENT RESUME

ED 277 433 JC 870 058

AUTHOR Grulick, Larry
TITLE The DAPLAN Process. A Training Manual.
INSTITUTION Florence-Darlington Technical Coll., Florence, SC.
PUB DATE Feb 86
NOTE 47p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Guides; *College Planning; Community Colleges; *Educational Objectives; Educational Planning; *Long Range Planning; Organizational Objectives; Technical Institutes; Two Year Colleges; Workshops

ABSTRACT

Prepared for use in South Carolina's technical and community colleges to promote the development or revision of a long-range plan, this manual describes a plan-development process using the basic techniques of the Develop a Curriculum (DACUM) process and revising them into a procedure for Developing A Long Range Plan, the DAPLAN process. DAPLAN consists of an analysis of the organization's needs developed through a modified brainstorming process by a panel of top-level administrators from the college under the direction of a qualified facilitator. The product of the process is a chart of major categories that describe the ultimate two-year technical college combined with characteristics and actual goals used to direct the institution. Chapter I of the manual presents background information on the DAPLAN process and its initial application at Florence-Darlington Technical College (FDTC), including a definition, historical background, an explanation of the use of the DAPLAN chart and the role of the DAPLAN facilitator, and information on the manual. Chapter II offers information about convening a 2-day brainstorming workshop, covering selection of panel members, workshop schedule, costs and budgeting, physical arrangements, workshop personnel, and support staff. Chapter III is devoted to the role of the DAPLAN facilitator in promoting group interaction; orienting the panel; presenting an overview of the entire DAPLAN process; leading the panel; guiding the panel in refining goals statements; obtaining closure; providing follow-up activities; and evaluating the DAPLAN process. After chapter IV explains how the DAPLAN chart is used in the development of a 5-year plan, chapter V describes how DAPLAN can be used in an annual critique and updating process. FDTC's annual plan for 1985-86 and DAPLAN chart are appended. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277433

DAPLAN

The DAPLAN Process

A Training Manual

LARRY GRULICK
DEAN OF EDUCATION

FLORENCE-DARLINGTON TECHNICAL COLLEGE
FLORENCE, SOUTH CAROLINA

JC 870 058

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. GRULICK

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PREFACE

This manual was developed for use in the South Carolina Technical Education System to promote the development or revisions of a long-range plan.

The manual describes a process for developing a long range institutional plan using the basic techniques of the highly successful Develop A Curriculum (DACUM) process and revising them somewhat into a procedure for Developing A Long Range Plan, the DAPLAN process. The product of the DAPLAN process is a chart of major categories that describe the ultimate two-year technical college combined with characteristics and actual goals used to direct the institution towards the development of the ultimate two-year college.

The purpose of this manual is to assist technical and community colleges in the application of the DAPLAN process and the training of individuals who can organize and facilitate the development of DAPLAN charts. Furthermore, the manual can be used to direct the institution in completing the task of producing a long-range plan. A section on critique is included which can be used to monitor the planning process for the institution in an on-going manner.

TABLE OF CONTENTS

Page

Preface.....i

Chapter I: Background On The DAPLAN Process.....1

Chapter II: The DAPLAN Workshop.....5

CHAPTER III: The Role Of The DAPLAN Facilitator.....16

Chapter IV: Development Of Five Year Plan.....33

Chapter V: Critique Process.....35

Appendices:

A. Sample DAPLAN Chart

B. Sample Goals/Action Steps Worksheet

C. Sample Objectives in Annual Plan

CHAPTER I

BACKGROUND ON THE DAPLAN PROCESS

DAPLAN: A Definition

DAPLAN is an acronym that means Developing A Plan. Basically, DAPLAN consists of an analysis of the organization's needs developed through a modified brainstorming process by a panel of top-level administrators from the college under the direction of a qualified facilitator. The DAPLAN process produces a single sheet profile of a Long Range Plan which is called a DAPLAN chart. This profile serves as a tool for planning, development and evaluation.

The DAPLAN process is a type of "task analysis" approach in a systematic model of planning which uses a panel of administrators from the organization to analyze institutional needs in a systematic approach, and produces the results of their analysis in a graphic chart to be used for long-range planning.

History of the DAPLAN Process

The DAPLAN process is an outgrowth of the original DACUM process used by educational institutions to assist in developing curriculum programs. Florence-Darlington Technical College is the first institution to modify the traditional DACUM process into the DAPLAN process. Successful implementation of this transition had been attempted in other non-curriculum areas, such as, scheduling,

marketing and now, planning. This transition to the DAPLAN process began in early 1986 and is currently in its final stages of implementation. With the production of the Annual Plan for 1986-87, the process will be fully implemented.

Although the actual beginnings of the DACUM process and chart are difficult to trace, William Sinnett (1974) does describe the DACUM process's beginnings.

Initially, the DACUM process began with a Job Core program in the United States of America at Clinton, Iowa. The General Learning Corporation of New York and the Canadian Department of Regional Economic Expansion provided technical assistance to this Job Core program. The major goal of the program was to produce a curriculum guide that would involve the trainees in the planning of their own career goals.

In the late 1960's and early 1970's New Start Corporation, funded by the Canadian Department of Regional Economic Expansion, applied the experimental DACUM approach during its planning stages. Branching of the DACUM process occurred throughout the Canadian provinces. The innovative work of New Start Corporation has been developed and implemented in many of the Canadian provinces. The Saskatchewan New Start Corporation, the British Columbia Department of Education, and the Nova Scotia New Start Corporation began to use the DACUM process to fit each individual province's interpretation and educational purposes. R. E. Adams, an occcupational training consultant for Nova Scotia New Start Inc., provides an in-depth look at the development of the DACUM

approach to curriculum development. Adams states: "Because Nova Scotia New Start was established to develop, through research and experimentation, methods and programs which can be implemented on a widespread basis to prepare unemployed and underemployed adults for stable and rewarding employment, the Corporation became interested in producing a curriculum and learning model that would overcome some of the problems in occupational training."

Use Of The DAPLAN Chart

Products derived from the DAPLAN process provide colleges with a simple, functional and time-efficient means for planning, development and evaluation.

The DAPLAN chart provides the panel of administrators from the college who actually construct this analysis, with a sense of pride and ownership.

The DAPLAN process fosters commitment from the participants, which is vital to the success of its implementation.

The DAPLAN Facilitator

The necessary knowledge and information to use the DAPLAN process as a tool for planning, development and evaluation may be gained by studying this manual. Coordinating the entire DAPLAN process and, in particular, facilitating a DAPLAN workshop will result from the completion of training sessions with this manual. The DAPLAN facilitator plans the process, conducts the workshop, evaluates the product and implements the DAPLAN chart in the larger context of an instructional management system.

Audience

Primary. This manual has been developed for people who want to become DAPLAN facilitators. The manual explains the process of planning and conducting a DAPLAN workshop, and describes the stages in developing a DAPLAN chart. With specific skills training based on this handbook, individuals will be able to coordinate the entire DAPLAN process.

Secondary. This publication will be helpful to those whose responsibilites include planning, development and evaluation, (i.e. college presidents, CIO's academic deans, program directors, department chairs, coordinators, etc.).

Assumption

This entire manual assumes that each institution is aware of the DAPLAN process, has discussed the information and has decided how to manage the DAPLAN process in context of its organizational structure. If not, discussions, meetings and other resources need to be used to reach a decision about this program evaluation tool.

Commitment

The institution must be informed and, more importantly, committed to the DAPLAN process. It should decide, in writing, how this process is going to be organized and fitted into the fabric of the institution. Obviously, the more committed to the overall planning process, the more pivotal the role of the DAPLAN process. Support for the DAPLAN process is critical to its success as a tool to assist the institution in planning, development and/or evaluation of its organization.

CHAPTER II

THE DAPLAN WORKSHOP

Select Panel Members

The DAPLAN panel members should be a cross-section of representation from upper-level managers, from the president and CIO's to department heads. The participants need to be able to devote full concentration on this process with as few distractions as possible. Every division of the organization should be represented, if at all possible. Panel members must begin, participate throughout, and finish the entire process. The success of the workshop requires this time commitment.

Determine Tentative DAPLAN Workshop Schedule

One and one-half to two full days seem sufficient for most DAPLAN workshops. Even if it seems the planning process can be completed in one workday, it is strongly recommended that the committee return the following day. The quality of the final DAPLAN chart is usually upgraded and improved because of the overnight effect that produces fresh energies the following day within the committee.

Tell prospective panel members and your staff that the workshop will require two days. Do not promise an abbreviated second day. It is critical to the success of the DAPLAN workshop that each and every panel member remain for the entire group process experience.

A proposed workshop schedule follows:

DAY 1

HOUR	ACTIVITY	STAGES
1	Planning Process	1
2	General Categories Identified	2
3	First Band of Characteristics Identified	3
4-8	Remaining Bands Identified	4
7-9	Performance Goals Refined	5

DAY 2

10-12	General Categories and Description Reviewed and Refined	6
13-+	Other Options and Closures	7

Determine Costs/Budgets

Costs will vary depending on the facility and personnel utilized for the workshop. The process is enhanced if a site off-campus is selected. This minimizes interruptions and confusion. Should a visiting outside facilitator be employed, certain costs will be incurred. Develop a projected budget for the following expenditures. Some colleges keep direct and indirect expenses, but as facilitator, consider all these factors.

EXPENSES FOR PERSONNEL:

- Panel Member
  - lodging
  - travel (mileage, plane)
  - meals/food not provided by college
  - meals/food provided by college
- Recorder
  - two-days salary
  - expenses - food
- Facilitator
  - salary
  - travel (mileage, plane)
  - expenses

MATERIALS:

- (3-5) marking pens (large-blue/black)
- flip chart with newsprint
- (3) packs of adhesive (Fun-Tak/Plasti-Tak)
- (50) 8-1/2 x 14 sheets of paper or 8-1/2 x 11 paper
- (500) 8-1/2 x 11 sheets of paper or 5 x 8 cards
- dictionary

ROOM:

- reservations
- rental
- utilities
- janitorial services

FOOD:

- catered meals
- snacks - fruit/donuts
- beverages - coffee/soft drinks
- miscellaneous

PRE-WORKSHOP EXPENSES:

- salary for coordinator
- correspondence
  - letters typed
  - mail - postage
  - long distance phone calls
- duplication of workshop materials
- miscellaneous

POST-WORKSHOP EXPENSES:

- salary for coordinator
- typing and duplicating the DAPLAN chart
- thank you letters
- mail, typing, postage
- certificates of appreciation

Make Physical Arrangements

Since the DAPLAN workshop employs group dynamics, the environment for the workshop is important. In addition, there is a physical room feature required.

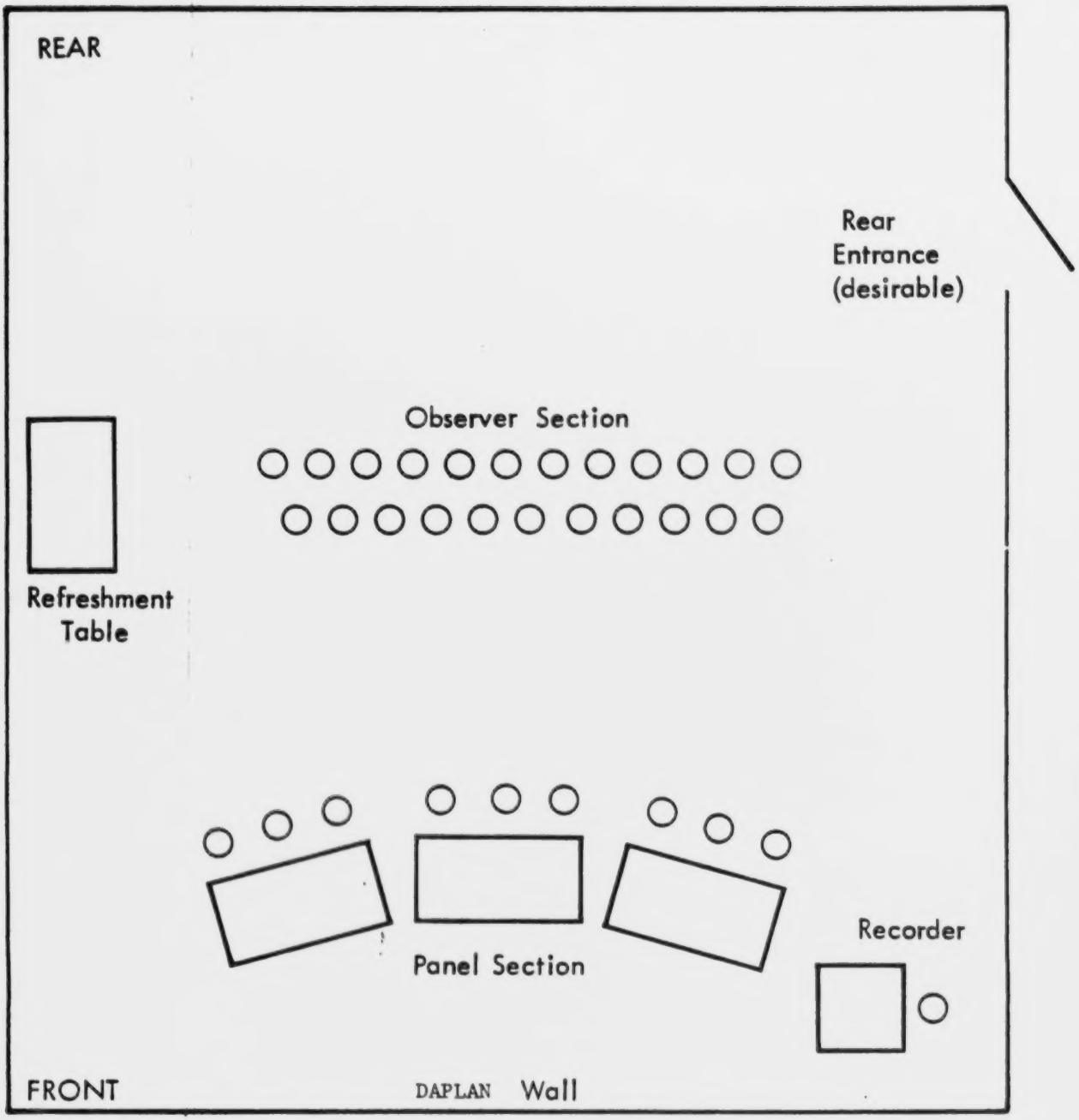

Figure 1

Front Wall
NO...
- doors
- windows
- blackboards
- obstructions

Suggested Room Arrangement for DAPLAN Workshop

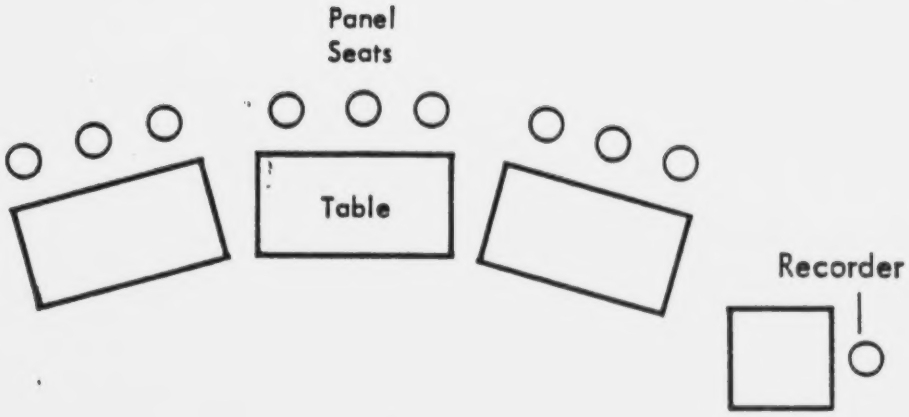

Figure 2

Room. The room for the DAPLAN workshop must contain a solid wall 25 to 40 feet long. There should be no doors or windows along the wall because the planning chart is actually built on this wall. The room should also be well-ventilated and well-lighted.

Furniture. The panel members should be seated in comfortable chairs (preferably arm chairs that swivel) behind a table or group of tables. The tables should be arranged in an arch or modified U-shape. The participants should actually face the wall upon which their ideas will be displayed; however, the panelists should be seated so that they can hear and see each other. The tables serve a two-fold purpose - a work space for panel members, but more importantly, a barrier between them and the wall. Figure 1 illustrates the seating arrangement for the panel.

Accommodations for Observers. If visitors are encouraged to observe the process, the room must have easy access to and from the observer's section so as not to disturb the panel members. If the room is small and lacks accessibility, discourage observers because they can distract the panel. Certain colleges have invited faculty members, staff and administrators, as well as other visitors, to observe the DAPLAN workshop. The observers can increase their awareness about the DAPLAN process through actual first-hand observation. Ideally, videotaping unobstrusively can be an effective tool for faculty members, program directors and/or department heads, to gain insight into the dynamics of the DAPLAN workshop. Figure 2 proposes a suitable room arrangment.

Location. The pros and cons of on- or off-campus sites are debatable. Basically, as long as the room is conducive to group interaction and free from distractions (i.e., noise, interruptions, etc.) the location is secondary. Some colleges want the panel members on campus to increase their panel's awareness of the college's program and for public relation purposes. Other college's prefer off-campus sites to meet the DAPLAN workshop's room needs and to reduce interruptions. The primary factor is the room's layout, not its location.

Make Arrangements For Panel Members and Workshop

Meals. Refreshments and meals should be served in or nearby the workshop room. Time is the main enemy of the group process; therefore, saving an hour over the two days can help the panel achieve its goal. Donuts, fresh fruit, coffee and other similar beverages should be available in the room throughout the two days. Consider a catered lunch.

Lodging. Arrange lodging for panel members and/or the DAPLAN facilitator, if necessary. Information about the lodging arrangements should be communicated to the workshop participants in advance. Guarantee rooms, especially for late arrivals, by credit card number.

If people are sharing rooms, be sure to check about "smoking" and "non-smoking" assignments. Inform panel members of the motel's name, address and phone number.

Transportation. Arrange special transportation needs from airport to and from motel to workshop. Build a schedule for the DAPLAN workshop around the traveling time.

Acquire Materials and Equipment

Workshop Materials. Acquire the following materials before the workshop:

PAPER - (500) sheets of 8-1/2" x 11" or 5 x 8 cards
(50) sheets of 8-1/2" x 14" or 8-1/2" x 11"

PENS - (6) marking pens (thick tip) blue or black ink

ADHESIVE - (3) packs of Fun-Tak or Plasti-Tak (non-marking putty to hold paper on walls)

NEWSPRINT - (5) sheets

WORKSHOP EQUIPMENT - Overhead projector (for DAPLAN)/Slide Projector
Flip Chart (for newsprint)
Dictionary

Identify, Select and Orient Workshop Personnel

Other than the actual panel members, the DAPLAN workshop needs a trained, qualified DAPLAN facilitator and a recorder.

DAPLAN facilitator. The facilitator guides and directs the panel through the DAPLAN workshop. For specific activities and skills, the next section of this chapter will explain in depth the role of the DAPLAN facilitator.

Recorder. The recorder assists the facilitator from the beginning to the end of the workshop. This person prints information on sheets of paper to be attached on the wall. The recorder must be able to:

- listen attentively to panel members.
- take cues from the facilitator.
- print quickly, legibly and as neatly as possible.
- spell words correctly.

The recorder also transfers all information from the wall to single sheets of paper at the end of each session and the conclusion of the workshop.

Involve Support Staff

Security. If the workshop is to be held on campus, inform security about the number of visitors for the workshop. Determine the parking and specific directions with the security office. Be certain to arrange security for the actual DAPLAN facilities and contents of the room, especially overnight.

Communications. For an on-campus workshop, alert the operator or a secretary to route phone messages to the panel members. A telephone should not be present in the room, but during breaks messages should be given to the panel members. Try to control all factors that distract from group interaction.

Secretary and graphics personnel. Typed name tags with the panel member's name help participants become acquainted, especially should a visiting facilitator be present. Cardboard name placecards on the tables at each seat also aid with the name recognition problem. Ask a graphic specialist to letter the placards with the participant's name appearing on both sides of

the folded cardboard. Prior panel members have been favorably impressed with the placards, and many have taken them as souvenirs.

Janitorial personnel. Plan for the janitorial services to clean the room only at appropriate times which do not interfere with the workshop. Stress the importance that "NOTHING IS TO BE REMOVED FROM THE WALL." Take the responsibility yourself of handling the contents of the wall.

Public relations staff. Stress the public relations aspect of a college's investment in the two-day workshop. Some colleges have news releases, photographs and special reports about the DAPLAN workshop. The finished chart, with the panel members in front of the wall, provides a visual impact for many different audiences. Refrain from candid, in-progress photographs that may distract the panel members during the workshop. Use breaks and meals for the photographic activities. Contact the local newspaper to arrange interviews with panel members of the DAPLAN workshop.

All college personnel. Communicate to the institution that a DAPLAN workshop will occur. If observers are allowed, share the rules for the DAPLAN process with them. Observers must not participate and should remain silent.

In addition to the above, the facilitator should make any necessary or desired arrangements with college administrators, with personnel in the food services, duplication and audio-visual departments.

CHAPTER III

THE ROLE OF THE DAPLAN FACILITATOR

Facilitator Group Interaction

The DAPLAN facilitator must cultivate certain interpersonal communication skills. The DAPLAN workshop requires facilitating group interaction in a specific sequence through brainstorming sessions and consensus-seeking activities. The facilitator's main responsibility is to guide the panel members in the analysis. He/she must communicate and enforce the ground rules to be observed if a successful product is to emerge. The ground rules are as follows:

- all members should try to contribute equally.
- observers cannot participate.
- panel members must commit to the entire workshop from beginning to end.
- statements should refect performance standards.

Since a facilitator is likely to be facilitating numerous brainstorming sessions, other rules for productive brainstorming are enumerated.

The facilitator should:

- encourage each panelist to contribute.
- avoid undue criticism, elaboration or evaluation of a panelist's contribution.
- allow enough time for an explanation of an individual's suggestion or comment.
- control the dominant personalities and encourage those who appear withdrawn.
- repeat the contribution for accuracy and precision and post it on the wall immediately.

The panel members should:

- share ideas among themselves.
- feel free to add to the contributions of others.
- limit value judgments of the contributions, particularly their own.

The recorder should:

- listen carefully to the group interaction.
- anticipate the statement to be written, but use the exact wording provided by the facilitator.
- write/print quickly, neatly, legibly and correctly.

The panel will be watching and observing the facilitator while he/she is observing them; therefore, the facilitator should demonstrate patience, enthusiam and sensitivity to the panel. The facilitator's style will influence the group process and their group behavior. Some specific skills that the facilitator will need to demonstrate are described below.

Actively listen. The facilitator must listen effectively and accurately. This skill requires both energy and great concentration. He/she must listen not only to the actual words but also to the meanings and intentions of the contributor. The facilitator must encourage panel members to listen to each other to clarify skills under discussion. Panel members respect the facilitator who listens to their contributions.

Summarize messages. At times, a panel member will give an example or describe a situation. The facilitator must be able to combine ideas or condense an idea even though he/she may not actually understand the technical equipment or setting involved.

Different panel members may be "piggy-backing" their experiences and reactions to a contribution; therefore, the facilitator must be able to summarize quite a few ideas.

Probe with questions. Instead of just accepting each response from a panelist, the facilitator must at times probe the idea for clarification or its significance. Questions that re-think the idea without threatening the panelist must be posed tactfully. Probing improves the quality of the chart and also permits the panel members to share their ideas in depth. "Would other administrators understand this statement?"

Set and maintain the pace. As the group moves through the stages of the DAPLAN workshop, the facilitator must monitor the pace for the two-day workshop. The panel members must be paced through their tasks to develop the planning chart. The facilitator must read the body language of the participants and decide when to move on, develop a point or take a break.

Resolve conflicts. When disagreements and differences of opinions or philosophies arise, the facilitator must resolve the conflicts through compromise, if possible. As a mediator, he/she must be both firm and fair. At times, the members have to comply with the majority because consensus in all situations is almost impossible. Personal feeling can enter into the process, especially if the panelists feel ownership and pride in the chart from their long involvement.

Make decisions. The facilitator must state and restate the options and ideas before the panel. Occasionally, he/she needs to

decide the course of action and request the panel's reaction. The facilitator must announce agreements in the form of decisions because he/she is in charge and directs the entire process.

Maintain climate for group interaction. The interpersonal roles in the group need to be maintained by the facilitator. For example, when a panel member does not contribute to the group, the facilitator must gatekeep - ask her/him to react to a statement. "What do you think?" In addition, the facilitator may have to control dominant members by interrupting or deliberately ignoring them. The facilitator must direct the traffic so that information can flow smoothly. Humor can be therapeutic and release the group's tensions as well as that of the facilitator.

Select appropriate words. The facilitator must be able to verbalize thoughts clearly and offer alternative word choices to the panel members. He/she must develop a vocabulary around "verbs" that are powerful. This vocabulary will enable the facilitator to assist the panel to refine the chart in concrete statements.

Cope or deal with disruptive panelists. The facilitator must deal effectively with different personalities, philosophies and group behaviors. Like an effective parent or manager, he/she must sense when to TELL--DIRECT--SUPPORT--DELEGATE.

Use reinforcement techniques. The following techniques can be used effectively by a skilled facilitator to stimulate open discussion and broad participation:

- Recognize individual member's contributions. For example, when reviewing a general category try to remember who contributed each statement. This skill sounds impossible, but does improve with practice.

- Use first names of the panel members and ask them for clarification. Make them feel as if they are the "experts", because they are. Without flaunting ignorance, ask a panel member what a term or concept means.

- ignore rambling discussion or critical remarks about the process or topic under discussion.

- avoid debates and actually interrupt a panel member whose statements are verbose or irrelevant.

- challenge panelists by asking how their statements help the panel achieve its goal. In other words, "so what?"

- confront a panel member whose group behavior is counter-productive. Use the breaks and one-to-one communication for these situations.

Lead discussion. As Kenny Rogers remarks in the song, The Gambler, "you got to know when to hold'em, know when to fold'em, know when to walk away, know when to run." As a discussion leader, the facilitator's major task is to keep the panel members involved in the DAPLAN process. On occasion, different and opposing points of views and philosophies will develop. The facilitator should allow the panel members time to express or vent these differences, but then try to elicit compromise or at least understanding between the panel members involved.

Use of silence. At times a DAPLAN facilitator must employ silence as a strategy. When posing a question, beginning the first brainstorming session, or proposing synthesis of some

general areas, the facilitator should wait for the panel to respond. What might seem a "lengthy" pause or gap allows the panel time to reconsider or re-think. Silence is strategic. It should be included in the facilitator's style of managing group process.

All of these skills practiced and developed separately do not make a facilitator. This section has attempted to heighten awareness that a facilitator needs definite skills but must be flexible enough to adapt to situations. As a facilitator completes DAPLAN workshops, his/her own facilitator style will emerge. The facilitator should recognize his/her own style and realize its strengths and limitations. What works with one panel might backfire in the very next workshop.

The facilitator must be adaptable and open to growth. Abraham Maslow captured this idea most poignantly when he said, "If the only tool you have is a hammer, you treat everything like a nail."

The DAPLAN Workshop Process - Welcome and Orient The Panel

Ideally, an informal, personal or one-on-one introduction session should precede the formal welcome. Name tags, snacks, and personal contact can allay the fears and decrease anxieties of the DAPLAN panel members.

Some facilitators begin with an ice-breaker or non-threatening activity. Others prefer a more formal introduction. The facilitator should select an opening with which he/she is

comfortable and one that is appropriate to his/her personality. The University Associates of La Jolla, California, have numerous ice breakers in the annual editions of Handbooks for Group Facilitators.

The facilitator should learn the names of the participants as soon as possible. This might be accomplished, when meeting each panel member, by silently asking a bizarre question, such as "Would I buy a used car from her?" or " Would I watch his cat while he took a vacation?" Memory experts agree that the more bizarre the question, the better the recall of the name. The actual question is not as important as the fact that the facilitator stopped to focus attention on the other person.

The opening thirty minutes in the DAPLAN workshop should provide the panel members with an overview of the DAPLAN process and of their important role in it.

Procedure - Orientation

The facilitator must present an overview of the entire DAPLAN process. While reading this manual, an aspiring facilitator may wish to take notes so that he/she can construct an orientation. Overhead transparencies or 35mm slides may help to visually present this information.

The orientation must prepare the panel members for the two days. The following list outlines information that needs to be included:

- define the word "DAPLAN" and describe its assumptions.

- highlight the history of the DAPLAN process briefly.

- stress the concept that DAPLAN is a process that analyzes a plan by explaining the stages that will occur over the two days.

- emphasize the important role that each panel member plays through individual contributions in the workshop. State the ground rules.

- sell the product - DAPLAN chart. Show the participants how the chart that they are soon to create can be used by the college. Refer to the uses of the chart or provide handouts with this information.

- establish the credibility and background of the facilitator.

- describe their job - praise them for their pre-requisite skills as experts. Share with them the criteria for panel member selection. Establish the rules for participation as a panel member, especially for brainstorming.

- try to answer any questions that panel members may pose.

- create a relaxed atmosphere through introductions and an informal opening.

- demonstrate enthusiasm toward the DAPLAN process and product. Show them that it works.

- sell the participants on the many uses of their two-day project result, i.e., the DAPLAN chart.

- move quickly through the orientation. Remember, the panel members will learn more about the DAPLAN process in the first thirty minutes of the workshop than the rest of the day.

- do not share a handout of a completed DAPLAN chart with the participants until after the workshop. Samples may be viewed or used as graphic aids but not as individual handouts.

Lead Panel in Defining and Describing the Planning process

The goal for the initial session in the workshop is to bring the panel to consensus on a statement that further defines the

purpose or goal of describing the ultimate two-year college. Each college may wish to add certain qualities relating to location, funding, students or the like.

Immediately following the orientation, the facilitator should open a discussion that attempts to define the planning analysis by:

- establishing the exact length of the long-range plan to be developed from the DAPLAN chart.
- assuring that everyone understands the terms.
- focusing on a one sentence description of the ultimate two-year college's characteristics.

The important result of this discussion verifies that everyone agrees on the lead-in statement and the overall length of the long-range plan.

The facilitator must carefully observe "the beginnings" of the group's interaction. Who is the leader? Who is silent? What is the body language?

Lead Panel in Identifying General Categories

Now that the group has agreed upon a lead-in statement for the DAPLAN chart, the third phase of the DAPLAN workshop needs explanation. The first of many modified brainstorms is about to begin. The facilitator must clearly state the necessary rules required in the brainstorm. Basically, this activity could be described as a "Think-a-thon."

The goal of this session is to have the panel members identify the general categories that the particular college is

facing at present and in the future relative to the ultimate two-year college.

The facilitator should set the stage for the panel interaction by explaining a few simple rules for "brainstorming". The facilitator should explain that the purpose of this technique is to elicit from the panel members as quickly as possible statements which identify characteristics and goals. Panel members should be informed that as part of the brainstorming technique, panel members must: (a) share ideas with the group, (b) feel free to add to the contributions of others, and (c) avoid criticizing or evaluating any contribution, even their own. Rapidity is not an end-in-itself, but belaboring agreement on a term early in the process may be counter-productive. Later periods of review and revision will normally clarify a task which initially is difficult to conceptualize and define.

The objective in this stage is to list (in a column on the wall) the general categories which administrators must demonstrate. These areas can be conceptualized as characteristics. The facilitator must impress upon the panel why the DAPLAN chart is a matrix of measurable performance.

There is no rule-of-thumb to control or predict the number of broad categories in any given plan. Some charts have listed as few as six categories, others as many as fifteen. Examples of general categories are "Funding", "Staffing", and "Facilities." However, panel members may at first be too specific. Combining or deleting should be encouraged when the vertical list of broad

categories is considered to be exhausted by the panel. During later stages, the panel may have second thoughts about the general categories listed and recommend that some be added, deleted and/or combined.

The facilitator needs to monitor the panel members in this session. After brainstorming sessions, the facilitator must review the general categories with the panel by asking questions, probing and summarizing.

At the end of this stage most of the general categories for the college will have been determined and posted in a vertical column on the wall.

Lead Panel In Delineating The Bands of Goals

Before stage four of the DAPLAN workshop commences, the facilitator must review and define educational jargon.

A goal is an activity regarding the quantity of work. To eliminate confusion, "goal statement" may help.

The DAPLAN facilitator's concern is to try to elicit from the panelists responses that state goals in each general category.

The facilitator must not accept any statements that begin: (a) a person should know, (b) a worker must understand, or (c) an individual must be able to conceptualize. Goal statements should start with a verb - an observable action word. The facilitator should insist upon goal statements. Instead of terse rejection, remarks regarding a knowledge statement can be refined through questions. The following are examples of questions that can be used to solicit a verb which describes an observable behavior.

- "Why does a person have to know this?"
- "What could the person do once he/she has developed that understanding?"
- "Why must a person know this concept?"
- "How could a person prove that she/he knows that?"

These probing questions should give the panel members opportunities to reflect, re-think and reword their ideas.

The facilitator should encourage contributions from each panel member that completes the statement, "Must be able to..." The facilitator may want to write the preceding statement on newsprint and attach it to the wall, center stage, for this segment of the workshop. It may be useful for the facilitator to review with the panel members the cognitive domain taxonomy of educational objectives. For example, Benjamin Bloom's (1956) six major classes may help panel members determine the "depth" or description for each performance statement.

Classes

1. Knowledge - define, describe, identify, label, list, match, name, outline, reproduce, select, state.
2. Comprehension - convert, defend, distinguish, estimate, explain, extend, generalize, give, example, infer, paraphrase, predict, rewrite, summarize.
3. Application - change, compute, demonstrate, discover, manipulate, modify, operate, predict, prepare products, relate, show, solve, use.
4. Analysis - break down, diagram, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, point out, relate, select, separate, subdivide.

5. Synthesis - categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write.

6. Evaluation - appraise, compare, conclude, contrast, criticize, describe, discriminate, explain, justify, interpret, relate, summarize, support.

In leading the panel in their task of identifying and defining the individual goals for each general category, the facilitator should follow these procedures:

- briefly review the rules for brainstorming.
- stress the word "goal" and preface each statement with these words: "The institution must be able to . . ." Remind the panel members to answer this statement with an action word (verb).
- choose any easy general category for the first band.
- begin the brainstorming session. Work as quickly as possible. Listen, summarize, and display on the wall each contribution.
- resist participant's attempts to order or resequence the tasks during the brainstorming session.
- allow discussion to develop the band of goals near the end of the brainstorm. Keep the group on track by pointing out the goals on the wall.
- gauge when the panelists are exhausting their ideas. Just do not cut them off too soon.
- rearrange the cards in the band to assist the flow of ideas. Some groups need to order the goals, especially if the goals describe or analyze a process, such as "Goal Setting". Advise the group that intense review or ordering will occur later on in the workshop.
- seek approval of the group to finish each band and begin another general category. Never stop for a break in the middle of a band. Once begun, finish each band. Consider "stretch" periods and breaks between bands.

The identification of each statement within every general category is the "guts" of the DAPLAN chart. Without these specific statements, the final product would lose its usefulness and relevance.

This part of the workshop taxes the facilitator's endurance, patience and adherence to the process.

Controlling the group process during this stage is vital. The facilitator should also keep the following rules in mind:

- keep the group on one, and only one, band at a time.
- do not accept suggestions to skip around or invent short cuts to the process.
- restrain the dominant members. Try to draw out the more reticent panelists.
- be firm but know when to laugh as well, especially at one's self.

During the brainstorming of certain bands, the facilitator may notice that personal attributes or attitudes toward the process are suggested by the panel. Many of these statements reflect the values of the panel members or personal characteristics that the panel members believe one must possess.

When the bands on the chart are completed, each general category will have a group of individual statements that describe the general category in terms of goals. Each band will be posted horizontally on the wall next to the general category.

Guide Panel in Reviewing and Refining Goals Statements

The quality of the workshop's final product, i.e., the DAPLAN Chart, depends upon the review and refinement in stage five. During this stage, generally after panel members have had overnight to reflect on the previous day's work, the panel will review the individual statements so that revision may improve the quality of the chart. In guiding the panel through this stage, the facilitator should observe the following guidelines:

- ask them to review each goal statement for wording and content. Would the goal statement be clear to persons who had not heard the panel's discussion?
- permit discussion that is especially task oriented.
- revise any individual goal statements that are changed by consensus of the panel.

During this phase of the workshop, a frame of reference or point of view for the panelists to keep "in mind" is helpful. Ask them how an individual accomplishes the goals. If the panelists keep this focus on the goals, the review becomes task-oriented. This task-orientation is one of the strengths of the DAPLAN process.

The vocabulary of the panel members improves as the workshop proceeds, and they need these word skills to refine the wording of the chart. The facilitator must be patient and allow discussion, yet challenge the panel to think of the most exact and the most descriptive term. The list of verbs of objective writing from the last stage may be helpful in accomplishing this task.

As a result of this process the individual bands of goals will become more precise and exact. The wording will adequately describe the required performance.

Facilitate Review and Closure

As part of the conclusion of this analytical "Think-a-thon", final recommendations and special situations can be gleaned from the panel. The length and depth of this session are determined by time.

In this closing session, the facilitator should arrange the chart from the purpose statement of the ultimate college to the last individual goal within the last general category. It is useful for the facilitator to describe an administration developing the long-range plan in a story fashion. If the facilitator has any energy left, this is the place to expend it!

Many colleges ask the participants to evaluate the activities of the workshop. This formative evaluation can assist the college to plan further DAPLAN, workshops. The comments, rather than the specific questions, usually provide insights into the participants' views of the workshop.

Follow-Up Activities

Printing the chart. As soon as the workshop concludes, the facilitator must supervise the numbering/lettering of the DAPLAN Chart. Each General Category and each individual goal needs to labeled.

The following procedure will expedite the labeling and typing of the chart:

- copy the entire chart as it appears on the wall.
- label each sheet of paper with the appropriate symbols.

- remove each band from the wall in order and stack the papers.
- use the papers from the wall to proofread and check the typewritten draft.
- keep the original chart filed for documentation and verification purposes.

The facilitator should supervise the typing, duplication and distribution of the DAPLAN Chart. Paper most commonly used is either 8-1/2" x 14" or 11" x 17". Photo-reduction for 8-1/2" x 11" paper is advisable but not mandatory.

Evaluating the DAPLAN Process

Evaluation involves two separate or distinct activities, the workshop itself and/or its product - the DAPLAN Chart.

As mentioned earlier, some colleges provide DAPLAN panel members with a workshop evaluation form. This formative evaluation tool usually requires panel members to react to statements by checking a rating scale. The topics commonly relate to room climate, facilitator skills, their own involvement, planning, contact, etc. Its primary purpose is to assist the college to improve the planning, organizing and conducting of future DAPLAN workshops. The most valuable part of these evaluation instruments is the "comments" section which requests remarks not already surveyed. Insights into the DAPLAN panel's feelings and enthusiasm are apparent from their own remarks.

The actual DAPLAN Chart itself should also be evaluated and verified. Verification of the categories and goals on the chart should be process-oriented and follow a logical, systematic approach.

CHAPTER IV

DEVELOPMENT OF FIVE YEAR PLAN

When the planning team has completed the brainstorming process and the DAPLAN chart is finished, the college has in its possession the basic characteristics of the ultimate two-year college. If the process has been done properly, there should be considerable difference between the ultimate and the current status of the institution.

The next job of the planning team, other administrators, and appropriate college faculty and staff is to develop objectives which will move the college towards the ultimate status. We recommend that a five-year planning period be considered. This is enough time for the college to develop significantly beyond its current status and it allows those involved to use their imagination and creativity to advance the institution towards the agreed upon ultimate status. Broad objectives, annual timeframes, and persons responsible are developed.

Once the objectives are established and published, college personnel can develop their departmental and individual objectives focused on the five-year goals.

Each ensuing year the planning team holds another DAPLAN session to update the five-year plan. This process keeps the five-year plan updated and provides a five-year "moving window" for the development of the college. It allows the college to take

into consideration any major changes or barriers that interfere with the development towards the ultimate status. It also allows the college to modify the ultimate status, as necessary.

The notion of a five-year "moving window" progressing toward the ultimate two-year college provides a practical method for implementing goals, as the college progresses toward its ultimate status.

CHAPTER V

CRITIQUE PROCESS

Not only is the DAPLAN process useful for college planning, it also provides a simple, annual critique and updating process. Each year the planning team reassembles and proceeds through the DAPLAN process including brainstorming, charting of the ultimate two-year college characteristics, and the setting of five-year goals. Even though many of the characteristics and goals will remain the same from year to year, the brainstorming process provides for necessary changes in both the characteristics of the ultimate two-year college and the five-year plan.

To assist the planning group, the college sets up an environmental scanning taskforce made up of administrators, faculty, and staff from a cross section of the college. Each of these individuals are asked to regularly review certain periodical literature such as newspapers, journals, and trend publications which might indicate certain events or activities that would affect the college. This taskforce makes an annual report to the planning team describing any events or activities that they believe would influence the operation of the college. In addition, at the end of each academic year, the deans, coordinators, and vice-presidents make a report on the progress they have made towards accomplishing the objectives they have set for the past year.

With the input of the annual goal report and the environmental scanning report, the planning team uses the DAPLAN process to review and revise the ultimate college characteristics and develop the revised five-year plan. As a result, the college creates a five-year "moving window" of planning towards an annually revised ultimate status objective.

Annual Follow Up DAPLAN

Each year it shall be the responsibility of the administration of the college to meet and conduct what is termed a "mini" DAPLAN. In this process the DAPLAN chart from the previous year is displayed on cards and placed on a wall. The cards contain the information exactly as the completed chart from the year before. Allow one full day for this process. Include as many members of the panel from the previous year as possible. A shortened version of the DAPLAN process is conducted by the DAPLAN facilitator. Upon the completion of the revised DAPLAN chart, changes are noted and the planning committee will meet to revise and refine the Long Range Plan.

In order to alter the plan, a similar process to the one used the year before is employed. Each goal is reviewed and the person responsible is verified. Should new or updated action steps be required they will be altered along with timeframes and other changes. Once all revisions to the Long-Range Plan have been made, new pages for the plan booklet are inserted. These changes should be made with full consensus of the planning committee.

It is important to note that the current-year Annual Plan would contain revisions and updates as a matter of course, as objectives change and as turnovers in personnel occur. However, the Long Range Plan must also reflect these revisions. With this process fully in place, the institution will have a multi-year Long Range Plan that continually is kept current in and of itself.

Priority No. _____

FLORENCE-DARLINGTON TECHNICAL COLLEGE
ANNUAL PLAN

Fiscal Year 1985-1986

College Goal No. 1 & 5

Administrative Unit Educational Support Services

OBJECTIVES	PROCEDURES	TARGET DATE	PERSON(S) RESPONSIBLE	RESOURCES NEEDED
1. Research, survey, and provide support work for new programs in: a) Direct Care Specialist b) Medical Records Technician c) Physical Therapy d) Pharmacy Assistant e) Respiratory Therapy f) Ward Secretary g) Industrial Electro-Mechanical Maintenance i) Computer Engineering Technology j) Recreational Therapist k) Recreational Leader l) Public Relations Technology m) Teacher's Instructional Aide n) Small Business Management	1.1 Develop needs survey. 1.2 Facilitate DACUM workshops needed. 1.3 Write proposals for degree and/or diploma programs. 1.4 Coordinate with appropriate	July 1985 On-going Aug. 1985 Sept. 1985	Grulick Grulick, Task Force Grulick, Deans, Austell	
2. Research the potential for working out a Technical Scholars Program.	2.1 Visit other technical colleges 2.2 Compare results with the current CPP test. 2.3 Justify replacing the CPP with the newly developed test.	August 85	Grulick, Roberts	

Long Range Plan
February 18-19, 1986

The ultimate two-year technical college in South Carolina should have the following characteristics:

*A. Funding

*A-1 Secure full formula funding
A-2 Develop a $1,000,000 Foundation
A-3 Develop a $5,000,000 Endowment
A-4 Cultivate a strong state and local political support
A-5 Secure Grants
A-6 Lower student fees to state minimums
A-7 Secure county support for full funding for plant maintenance and operations

B. Staffing

B-1 Develop adequate pool of available, qualified faculty
B-2 Obtain 80/20 ratio of full-time/part-time faculty in each area
B-3 Hire adequate number of support staff
B-4 Provide timely and effective evaluation
B-5 Develop strong commitment
B-6 Design and implement a comprehensive FSD Program
B-7 Attain Affirmative Action goals
B-8 Employ quality faculty/staff - 100% E's
B-9 Implement an effective orientation program
B-10 Encourage creativity
B-11 Maintain a higher than competitive salary/benefits

C. Students

C-1 Optimize Auxilliary Services
C-2 Implement an effective student orientation program
C-3 Provide 100% placement opportunity
C-4 Promote satisfaction
C-5 Provide pro-active financial assistance
C-6 Offer a comprehensive student activities program
C-7 Provide a comprehensive wellness program
C-8 Provide pro-active advising/counseling
C-9 Provide a student-oriented schedule
C-10 Provide special services for handicapped students
C-11 Computerize all students' records

D. Facilities

D-1 Provide handicap access facilities
D-2 Provide optimum security/safety
D-3 Maintain pleasant environment
D-4 Provide state-of-art equipment
D-5 Provide child care center
D-6 Provide exquisite dining facilities
D-7 Provide pro-active maintenance/housekeeping
D-8 Provide facilities for all needs
D-9 Exceed American Library Association (ALA) standards

E. Educational Programs

E-1 Evaluate programs periodically for quality and quantity
E-2 Anticipate new/future program needs
E-3 Provide two-way articulation
E-4 Encourage innovation
E-5 Maintain appropriate student/teacher ratio
E-6 Provide business/industry satisfaction
E-7 Facilitate learning at level of student need
E-8 Provide appropriate educational methodology
E-9 Provide extensive remedial/tutoring
E-10 Maintain supportive Advisory Boards
E-11 Provide optimum teaching resources

F. Marketing

F-1 Maintain high academic credibility
F-2 Utilize optimum marketing plan
F-3 Promote positive image
F-4 Maintain active Alumni Association
F-5 Maintain optimum student enrollment for service area
F-6 Maintain highest feasible retention rate

G. Management Philosophy

G-1 Base decisions on accurate data
G-2 Open lines of communication
G-3 Maintain fiscal responsibility
G-4 Promote creativity
G-5 Maintain effective Management Information System
G-6 Continue results-oriented planning
G-7 Provide periodic evaluation
G-8 Accomplish college mission
G-9 Use creative problem-solving
G-10 Maintain optimum resource management

* Numerical sequence does not indicate priority order

Panelists:

Fred C. Fore	Billie Boette
Laurin Lowder	Dot Hartz
Efford Windham	Annette Conner
Mickey Foster	J. C. Hudson
Darrel Staat	Dub Cameron
Larry Grulick	David Barr
Carol McVey	Debbie Williamson
Penny Bladon	James Busbee

The Long Range Plan
1986-1991

Code	5-Year Goal	Action Steps	Present Level	Desired Level	Completion Date Month/Year	Departments Responsible
A-2	Develop $150,000 Foundation	A-2.1 To conduct a major gift campaign targeted to reach $150,000 annual income	20,000.	150,000.	June 30, 1991	Development
		A-2.1a To complete 75% of major gift campaign goals	20,000.	70,000	June 30, 1987	Development
		A-2.1b To continue to expand and research additional donors to complete 100% of campaign and follow-up on all pledges	70,000.	90,000.	June 30, 1988	Development
		A-2.1c Follow-up on pledges and continue present level of income	90,000.	90,000.	June 30, 1989	Development
		A-2.1d To develop and plan a capital campaign to be conducted over the next two years	Incomplete	Completed Plan	June 30, 1989	Development
		A-2.1e To implement Capital Campaign for first-year funding activity	90,000.	120,000	June 30, 1990	Development
		A-2.1f To continue Capital Campaign to its completion	120,000.	150.000	June 30, 1990	Development
A-3	Develop $250,000 Endowment	A-3.1 To conduct a major gift campaign targeted to reach $250,000 annual income	25,000.	250,000.	June 30, 1991	Development
		A-3.1a To complete 75% of major gift campaign goals	25,000.	55,000.	June 30, 1987	Development
		A-3.1b To continue to expand and research additional donors to complete 100% of campaign and follow-up on all pledges	55,000.	90,000.	June 30, 1988	Development
		A-3.1c Follow-up on pledges and continue present level of income	90,000.	128,000.	June 30, 1989	Development
		A-3.1d To develop and plan a capital campaign to be conducted over the next two years	128,000.	190,000.	June 30, 1990	Development
		A-3.1e To implement Capital Campaign for first year funding activity	190,000.	250,000.	June 30, 1991	Development

ERIC Clearinghouse for Junior Colleges
FEB 20 1987